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A SURVEY OF EVENING COLLEGE COUNSELING SERVICES IN CALIFORNIA JUNIOR COLLEGES.

BY- RYSKA, JOHN W.
FRESNO CITY COLL., CALIF.

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A SURVEY OF EVENING COLLEGE COUNSELING SERVICES IN CALIFORNIA NETTED RESPONSES FROM 59 OF THE STATE'S 73 JUNIOR COLLEGES. MAJOR EMPHASIS WAS PLACED ON PROBLEMS RELATED TO (1) THE COLLEGE PROGRAM AND FACILITIES, (2) STUDENTS, AND (3) COUNSELORS. PROBLEMS CITED BY RESPONDENTS INCLUDED INADEQUATE OPPORTUNITIES FOR COUNSELING AND LACK OF ADEQUATE RECORDS AND BACKGROUND INFORMATION ON STUDENTS. MOST OF THE STUDENTS WERE HIGHLY VOCATION ORIENTED WITH GREATER FAMILY, JOB, AND FINANCIAL PRESSURES THAN THOSE EXPERIENCED BY DAY STUDENTS. BECAUSE STUDENT BACKGROUNDS RANGED FROM NON-HIGH SCHOOL GRADUATION TO GRADUATE DEGREES, THE COUNSELOR NEEDED TO HAVE GREAT BREADTH AND DEPTH IN KNOWLEDGE OF EDUCATIONAL AND VOCATIONAL INFORMATION AND OF RESOURCE MATERIALS. THE FOLLOWING PROGRAM CHARACTERISTICS WERE IDENTIFIED--(1) 40.5 PERCENT OF THE INSTITUTIONS SERVED MEDIUM CITY-SUBURBAN AREAS, (2) 35.5 PERCENT HAD EVENING ENROLLMENTS GREATER THAN DAY ENROLLMENTS, (3) 95 PERCENT PERMITTED THEIR COUNSELORS TO TEACH EVENING CLASSES, (4) 97 PERCENT MADE COUNSELING AVAILABLE FOR EVENING STUDENTS, (5) 67 PERCENT PAID THEIR COUNSELORS ON AN HOURLY BASIS, WITH A MEAN SALARY OF $7.75, AND (6) 46 PERCENT MADE INDIVIDUAL TESTING SERVICES AVAILABLE FOR EVENING STUDENTS. MORE THAN HALF OF THE DOCUMENT CONSISTS OF SAMPLE COMMENTS RELATED TO THE ABOVE AREAS. (DG)

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by

John W. Ryska, Counselor

Fresno City College

Lawrence W. Martin, Dean of Evening College Division

Clyde C. McCully, President

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IN
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Of seventy-three questionnaires sent to California Junior Colleges, fifty-nine (81%) were returned.

The principle characteristics of the areas that these colleges served, although not adequately described in such simple terms, are shown below:

	NUMBER	PERCENT
a. Rural-Small Town	8	13.5
b. Small City	11	18.5
c. Medium City-Suburban	24	40.5
d. Large City-Urban	4	7.0
e. Large City-Suburban	10	17.0
f. Large City	2	3.5

The following chart shows the extreme range in enrollments in these schools in both day and evening sections. Interesting is the fact that in twenty-one of the fifty-nine colleges, the Evening College enrollments were greater than the day enrollments.

ENROLLMENT	NUMBER OF COLLEGES DAY	EVENING
0-500	1	3
500-1,000	5	3
1,000-1,500	3	7
1,500-2,000	5	3
2,000-2,500	5	4
2,500-3,000	5	8
3,000-3,500	7	8
3,500-4,000	5	4
4,000-4,500	3	2
4,500-5,000	2	2

ENROLLMENT	NUMBER OF COLLEGES DAY	EVENING
5,000-5,500	5	3
5,550-6,000	2	1
6,000-6,500	2	1
6,500-7,000		1
7,000-7,500		2
7,500-8,000		
8,000-8,500	3	2
8,500-9,000	1	1
9,000-9,500	2	
9,500-10,000	1	1
Over 10,000	1	2

Great variation is apparent, also, in the number and organization of the counseling staffs of the reporting schools. Some schools had full-time counselors only, some part-time only, and many had combinations of both. One college reported twenty-two full-time counselors; another reported forty-five part-time counselors. The chart below shows the summary of these responses.

NUMBER OF COUNSELORS	NUMBER OF SCHOOLS REPORTING: FULL-TIME	PART-TIME	FULL-TIME TOTAL (FULL-TIME PLUS PART-TIME EQUIVALENT)
0	11	16	2 (Less than ½ time)
1	4	11	3
2	4	1	5
3	2	3	3
4	5	7	4
5	5	4	6
6	7	1	6
7	2		4
8	2	2	3
9	2	1	3
10	2		4
11-12	3	4	2
13-14	4	1	2
15-16	1	1	5
17-18			2
19-20			1
Over 20	1	4	1
No Answer			2

Example: Seven schools reported having six full-time counselors.

Although not too meaningful because of the variation in enrollments, the mean for total full-time counselors is eight.

Fifty-six (95%) of the fifty-nine colleges indicated that their counselors were permittted to teach Evening College classes.

All but two (97%) reported having counseling available for Evening College students, and of these, forty-six (81%) have counselors on duty four nights a week.

A majority of the schools with evening college counseling have one counselor on duty each evening (forty-six schools, 81%). Six schools (10%) have two counselors and four schools (7%) have three counselors on duty.

Evening College counselors are paid on an hourly basis in thirty-eight schools (67%). In the remaining nineteen (33%) the time served at night is part of the counselor's regular contract.

The thirty-three responses giving the amount paid per hour for this service ranged from a low of $5.00 to a high of $10.70 per hour, averaging $7.75 per hour.

Evening college counselors give individual tests in twenty-six (46%) of the schools with evening counseling. Six additional schools (11%) indicated that testing services are available for evening students through other resources (testing center, psychometrist, etc.). The tests being given include interest, aptitude, intelligence, ability, and personality tests of many types. Most frequently mentioned were vocational interest tests.

Fifty-five schools responded to the question, "What unique problems are encountered by the Evening College counselor in contrast to those faced by the day counselors?" Responses covered a large variety of problems but most can be categorized in three general groups; (a) the school and its facilities and program, (b) the nature of the student and his problems and needs, and (c) the nature of the counselor and his knowledge and skills.

In the first category the problems mentioned most frequently were the following: (a) the lack of adequate records and background information on the students, (b) difficulty in communicating with students to make them aware of counseling services and to motivate them to make use of the services, (c) the problem of available time for the student to see the counselor other than before class or "during the break," (d) limitations of the Evening College course offerings in some areas making programming difficult. Samples of comments in this area are listed in Appendix I.

The category containing the largest number of responses was that related to the nature of Evening College students, their problems, and their needs. Many felt that pressures of family, job, time, and finances were much more evident in Evening College students. Many are transfer or returning students who have large grade point deficiencies. The outstanding characteristic as indicated by the comments is that they are highly vocation oriented. They do not want to "waste" time with unnecessary courses or in classes of instructors who are less than dedicated, and do not hesitate expressing their dissatisfactions.

Many need bolstering and encouragement; a few need to understand their limitations.

Appendix II contains typical comments related to this area.

Demands placed upon the Evening College counselor require great breadth and depth in knowledge of educational and vocational information and of resource materials for searching out additional specific details. Backgrounds of students range from the non-high-school-graduate beginning apprentice to a student with a graduate degree attending to take specific courses for a special purpose, with myriad variations between, transfer and terminal.

The counselor faces the problem of giving unofficial evaluations and interpretations of student records including foreign, out-of-state, college and university transcripts, frequently, years-old. Non-accredited school records and armed services records are dealt with, also. Although these evaluations are unofficial, they are of vital importance to the students who select courses on the basis of this information.

In the Evening College more counseling is done in regard to problems of family relations and their effect on a student's academic achievement. Older adult students experiencing frustration and difficulty with their spouses, with their children, and with employers, turn to the Evening College counselor for assistance.

Appendix III contains comments related to this area.

The Evening College Deans were asked "What innovations have you initiated, are you planning on, or would like to begin in this area of Evening College Counseling?" Forty-eight responses (81%) were received. These indicate that the need for counseling for Evening College students is recognized, that those with well-developed programs in operation are planning to expand, and that those offering minimal services see the need for establishing a complete program, equivalent to that which is offered the day students.

Many respondents described innovative aspects of their counseling programs that will be of value to others seeking ideas and assistance in developing and expanding theirs. Included are activities relating to group counseling, guidance classes, testing, communicating with the students, registration, and generally improving services provided.

Selected statements by respondents are quoted in Appendix IV.

APPENDIX I

PROBLEMS RELATED TO THE COLLEGE PROGRAM AND FACILITIES AS REPORTED BY RESPONDENTS

1. Lack of file material, transcripts, test scores for some
2. Time insufficient for needed aid with personal problems
3. Communication - getting students in to see the counselor
4. Most students can see counselors only during class breaks
5. Contact with students is always a problem
6. The Adult High School Diploma program
7. Time to meet students when students are available
8. Little background information on evening students - only transcript and program card
9. Lack of information about counselees
10. Difficulties encountered in planning programs for night-only students
11. Availability of students for more than minimal contact
12. Lack of continuity between counselor and counselee
    Lack of clerical services
    Insufficient time (6 p.m. to 8 p.m.)
    No testing capability
13. Communication with students
14. Students seldom return a second year or semester. Plans include transfers to a wide variety of schools
15. Compilation of past records is more complex
16. Difficulty of getting students to use counseling service
17. Staff turnover
18. Counseling is off campus - need counselors available all four evenings

APPENDIX II

PROBLEMS RELATED TO THE NATURE OF THE STUDENTS

1. Different type of personal situation for evening school student as compared to "day students." Evening students are generally working people or housewives who are taking evening courses for up-grading or for degree (or certificate) and these people are somewhat different in their needs than the full-time "day" student.

2. More students with financial problems
   More students overloading themselves with work and study

3. 1. Problems and concerns of the older student
      a. Discussion of occupational changes and opportunities for the older worker if educational preparation for such changes are completed
      b. Job preparation and opportunities for the older women, widows, divorcees, women with grown families
   2. A.A. and transfer requirements in all fields of study
   3. Problems and concerns of the foreign student
   4. Discussion concerning work completed at non-accredited schools and the procedures and problems encountered in challenging courses
   5. Unofficial evaluation of service school credit
   6. Unofficial evaluation of transfer units (many from out-of-state)

4. Many returning students with large grade point deficiencies
   Student problems involving finance, lack of time, family and job responsibilities, and related frustrations

5. To untangle his transcript in regard to a specific degree program after ten years or so of "leave" from college. . . and "Yep! You can make it -- and it's never too late."

6. Majority of evening students do not wish counseling

7. Problems unique to adults and their responsibilities

8. Age difference

9. Great need to build up confidence

10. Adults are much more vocationally oriented to better their job opportunities for promotions, etc.

11. Less attention on transfer courses and much more attention on certificate programs

12. Apprenticeship students -- trade extension courses.
    Individuals are more vocationally oriented--need personalized help, requiring more counseling time . . . Students in evening session tend also to be less well informed regarding requirements, etc.

APPENDIX II (CONTINUED)

13. Long range goals

14. Nature of student

15. More varied-personal as well as educational counseling

16. Same kind and range as in day

17. Wider range of questions particularly in the vocational area
Criticism more severe

18. Older, more mature student who wants to move along fast

19. Working largely with adult, part-time students with problems attendant to these students

20. Need for more vocational information

21. In the area of family life, ex., divorces, separation, and financial problems

22. Older students generally. Much more vocational counseling. Many have started jobs or careers which are not meeting their personal needs -- they want to explore other areas and discuss their changes for success

23. Primarily educational counseling for AA or transfer

24. Dealing with adults who have great plans and not so great ability

25. Adults more vocationally oriented - More emphasis on course selection

26. Most students at night are working full time and have families. They of necessity must take from three to six units. Because of this, they need more direction towards graduation requirements and future college general education courses if they plan to "go on" to school. They get lost in the years and lose sight of objectives. Work changes plans, also.

27. They need to be more vocationally oriented. This is an older group seeking specific answers regarding their careers.

28. Essentially the same except some additional older persons

29. Older adults, heavy loads

30. Career planning for the middle-aged

31. Part-time students, longer time to complete curricula
Many evening students are not as well prepared for college work as the day students but are unwilling to admit the need for remedial instruction. This poses a need for additional counseling--especially in the technical fields.

32. Encounter more mature type of students who can take only one or two courses at a time.

APPENDIX III

PROBLEMS RELATED TO COUNSELOR

1. Trying to determine, primarily subjectively, what background a person has/ needs for his objective. Many times the formal education was several years ago. Counselor must be able to weigh formal education, experience, and other factors: drive, goal, etc.

2. More interpreting transcripts, what's needed for graduation, whether courses are accredited, etc.

3. Evaluating service school records

4. Transcript evaluations--increased vets schooling with military experience credit

5. Lack of referral resources
   Attrition of students

6. Referral to many community agencies

7. Counselor must deal with problems and questions in all possible vocational and educational areas

8. Counseling includes family relations problems

APPENDIX IV
INNOVATIONS INITIATED OR DESIRED--COMMENTS

1. We do not have an Evening College. Pasadena City College offers classes from 7:00 a.m. to 10:00 p.m. twelve months a year. The counseling offices are open at all hours school is in session, day and evening. It is under the direction of a dean who has adequate staff for the department at all hours. The college operates only one records office which does not treat any one group of students in a different way than any other group. We also have about 1800 units of a.d.a. in classes for adults. But that's another story.

2. a. We have a one unit vocational survey class of nine weeks duration. Aptitude tests, interest inventories, and personality inventories are administered. General class discussion is followed up with an individual counseling session.
   b. A monthly evening college bulletin is published and distributed to all evening students. All newsworthy information, including registration information, counseling information, etc. is included.
   c. We have an immediate "registration after counseling" program for new students during January and August for new students. Counseling is expanded to eight or nine counselors who work on an "extra pay" basis (regular day counselors).
   d. Long range plans include increasing counseling services so that evening students will have same services as day students.

3. Up until the recent past, we have furnished counseling upon request. We now plan to urge students to seek counseling.

4. This semester we have had evening counseling by appointment only. Each of two counselors plans to be on duty one night (of the four we are open) each week. The Dean, who makes the other one-half counselor will still be available by appointment.

5. a. A.A. degree and state college general education requirements work sheets. Now also utilized by many day counselors.
   b. Introduction questionnaires returned by student at time of appointment.
   c. Division of group counseling sessions into two-year and four-year transfer sections.
   Possibilities:
   a. Small group meetings for students with the same academic problems, goals, etc. Example: English transfers to San Jose State.
   b. Follow-up using introduction forms noted above.
   c. Open to suggestions . . . .

6. Increase in staff and services--i.e. testing service, counseling groups

7. We schedule approximately one hundred students into group counseling--Guidance 96 Career Planning--a one semester unit class. The purpose of this course is to provide information which will help the student make a more realistic appraisal of himself and his occupational goal. This self-appraisal should assist the student in assessing his strengths and weaknesses, his abilities and his aptitudes, his study habits, self adjustment and his basic personality pattern. Each of the four sections of twenty-

five is handled by a carefully selected professional counselor capable of dealing with adults. The program to date has been very successful.

8. We are just studying the whole organization as the district changes and as we are moving into a single building and merging all operations.

9. a. A counselor sits at a table in the student union during coffee break period--about 45 minutes around 8:00-8:45 p.m.--for better access. Has a sign on desk "counselor", also mingles with students.
   b. All evening students with 45 units or more are called in for A.A. requirements counseling.
   c. Group counseling--exploration on various topics, e.g. vocations, transfer, study habits, etc.

10. Schedule three-year A.A. exclusively at night--several one-year vocational programs--counselors would then schedule and counsel these students just like they counsel day students (presently we don't offer enough classes for this arrangement)

11. a. Counselors are scheduled on a regular basis
    b. Counselors are located im the administration building near the Extended Day Office.
    c. Extended Day Counselors administer and score GATB test--gives them material for vocational counseling.
    d. Director of Counseling is responsible for Extended Day Counseling--this ties this activity in with the Division of Counseling.

12. Will "try" some form of group counseling.

13. Specific assignment of areas of competency
Greater use of evening counselors by evening students

14. Have deleted former group counseling during registration. All counseling now done individually and by appointment either during day or evening.

15. Course instructors counsel majors in their field. This is required in Technology and Nursing. No extra pay.

16. First year of counseling service.

17. Low budget prevents our providing a utopian program of counseling in evening. We generally meet needs of adults desiring counseling services.

18. We would hope to work with the evening students, (adults) with their problems--at this point have evening program for classes and do little else.

19. We need to encourage greater use of counselor facilities by evening students
We would like to develop a useful testing program

20. We are a new college (third year) and we hope in the future to hire more counselors. We use the faculty advising system with assistance from the counselors.

21. We have started a "drop-in" counselor--students can just drop by if it is a quick question--no appointment needed
    b. Would like to have a Spanish speaking counselor on one or two evenings at least
    c. More individual testing available

22. a. Clerical services in counseling center at night
    b. Increase time that counseling is available
    c. Develop testing capability

23. We have need for specific vocational counseling in evening particularly with reference to apprenticeship programs, contacts with business and industry, etc.

24. Counselors trained to serve all types of students--day and evening--equal service to all.

25. We just keep hoping to do more and more to contact the students who need our help.

26. Need counselors available all four evenings

27. a. Assignment of one or two counselors to evening programs as opposed to a different counselor each night as now instituted.
    b. Organized counseling program for off-campus classes.
    c. Assistance with job placement.

28. Pre-registration for present extended day students--guaranteed classes and no long lines in registration period.

29. No innovations--We strongly believe in the importance of individual counseling and generally resist assembly-line procedures but are forced to use them at certain times of the year (i.e. registration periods). However, our registration periods are spread over a $1\frac{1}{2}$-2 month period so this takes some pressure off.

30. Would like to begin evening counseling

31. Our school is still small enough to enable the counseling staff to fulfill the needs of evening school students. As we grow in size, it is probable that we will have to have part-time regularly scheduled counselor (s) on duty in the evening hours.

32. Counseling is pretty well distributed throughout the year so that there is not too great a "pile-up" at registration time.

33. Possibility of full-time evening counselor (s)--now using members of the day staff.

34. a. Counter counselor available without appointment
    b. Some group programming

35. First of all, we have two counselors who are available at night. We could use four, but two is a start. Letters are sent out to counselees requesting them to come in for appointments when it appears that they are adrift. We also send letters of congratulations to students carrying six units or more who have a "B" average each semester. Various tests are available to the night students. The night counselors are also qualified to give the GATB test of the Employment Service. No fees are charged. Tests used are the Strong, Kuder DD, AGCT, and others. Career planning classes are taught at night for those undecided as to major.

37. a. Tape-slide orientation to college for evening students
b. Vocational testing with group or individual interpretation

38. Students desiring special assistance with their vocational-educational problems or study skills should enroll in Psych 53, Effective Study. This course is designed to meet the needs of mature evening students who either desire assistance with career planning or who feel the need for improvement of study techniques.

39. Group counseling course
a. Group tests
b. Individual tests
c. Preparation for general educational development test

40. We have found that short-term "Testing-Guidance" classes for both group and individual counseling has been very successful.

41. No particular innovations, but we would certainly like to have more counseling.

42. Counseling function will be reorganized to include self-counseling devices, provide more specialists, and complete reorganization to bring in help of psychology department--details not available at this time.

43. a. Full-time counseling b. Testing Center

44. Interested in establishing Study Skills Center

45. Group counseling initiated counseling services in a more distant part of our county where we have an extension program of 300+ students.

46. Having a counselor on duty each night classes are in session.

47. We need more placement tests for technical courses--this means test construction, administration, and validation. We need to have more instructors working part-time counseling to integrate the two departments (We do this in the summer session and it works well). We plan to study the numbers of students (day) who drop and complete their programs through the evening college. We are currently requiring Social Security Numbers so as to coordinate the two groups of enrollees and follow through on their progress.

48. Group counseling sessions